Federal Democratic Republic of Ethiopia

Ministry of Science and Higher Education

Module for *Communicative English Language Skills I* (FLEn 1011)

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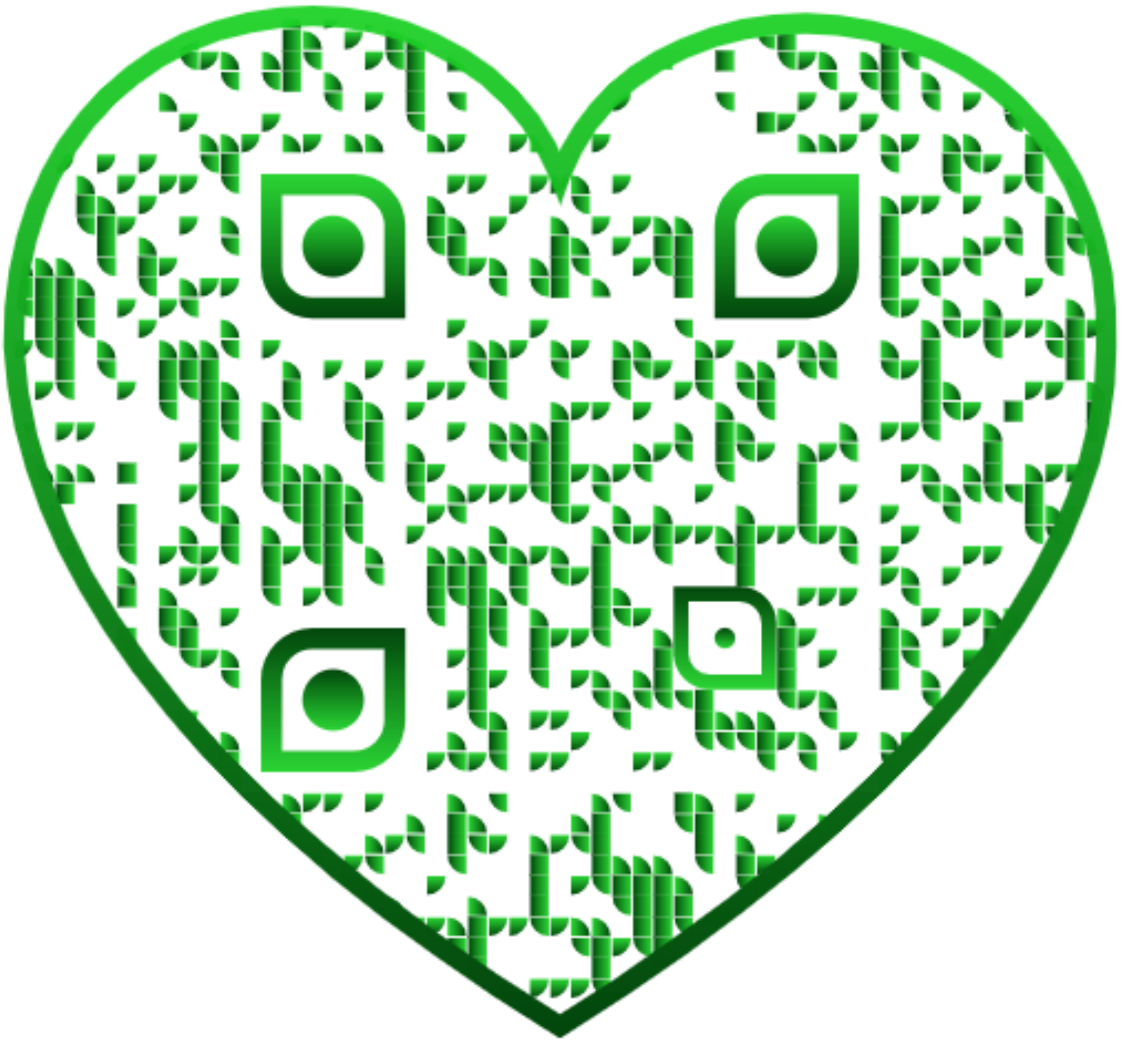


Introduction to the Module

The module for the course *Communicative English Skills I* (EnLa101) is intended to be given in the first semester for all first-year students joining Ethiopian universities. The module focuses on listening and reading skills and integrates these two skills with speaking and writing activities. The module is prepared to enable you, the student, to communicate in English with acceptable accuracy and fluency by using English appropriately in different contexts. The module aims to develop your English language proficiency through language learning activities designed to help you use English for your academic and social needs. The language learning activities encourage you to learn by doing things in English and by reflecting on the activities you do in each unit. Grammar and vocabulary learning activities are also included in the module.

There are five units in this module. Unit 1 is on study skills, and the activities in this unit will encourage you to make notes from lectures and use them for revising your courses. Unit 2 is about health and fitness in which you will listen to a story about a sports star and discuss the benefits of health and fitness. Unit 3 is on cultural values and in this unit you will read about the culture of one cultural community in Ethiopia and listen to a lecture on cultural tourism. In addition, in Unit 3 you will talk about cultural values and write about cultural values that you are proud of. In Unit 4 you will listen to, read and talk about wildlife. Unit 5 deals with population and you will listen to a talk on population density, and you will read about the population of one country. In Unit 5 you will also study the collocations of 'population' and the form and uses of the active and passive voices. At the end of each unit there are sections which require you to reflect on the activities you have performed and to self-assess your level of achievement of unit objectives.

It is believed that you will successfully complete this module, which is followed by another module in the second semester for the course *Communicative English Skills II* (EnLa102). *Communicative English Skills II* will focus on speaking and writing skills and will, of course, integrate these skills with listening and reading activities. The writers of the modules believe that both courses will help you improve your English language proficiency and be successful in your academic career and social life.

Module objectives

Upon completing this module, you will be able to:

- express yourself in social and academic events in English;
- use English with reasonable level of fluency and accuracy;
- listen to talks related to social and academic events given in English;
- read academic and other texts written in English;
- write in English as academically and socially appropriate; and
- develop your English on your own.

Table of Contents

Contents	Page
UNIT 1: Study Skills	6
1.1 Listening: What is a lecture?	6
1.2 Grammar focus: Modals and infinitives for giving advice	10
1.3 Reading: Reading for study	12
1.4 Grammar focus: Present perfect tense	17
1.5 Reflections	19
1.6 Self-assessment	19
1.7 Summary	20
Unit 2: Health and Fitness	21
2.1 Listening: Zinedine Zidane	21
2.2 Grammar focus: Conditionals	24
2.3 Reading: Health and fitness	26
2.4 Vocabulary: Guessing meaning from context	29
2.5 Reflections	29
2.6 Self-assessment	30
2.7 Summary	30
Unit 3: Cultural Values	31
3.1 Listening: Cultural tourism	31
3.2 Grammar focus: The present simple, past simple, present perfect and past perfect in contrast	36
3.3 Strategies for improving English grammar knowledge	40
3.4 Reading: The Awramba community	41
3.5 Reflections	46
3.6 Self-assessment	46

3.7 Summary 48
Unit 4: Wildlife 49
4.1 Listening: Human-wildlife interaction 49
4.2 Reading: Africa's wild animals 52
4.3 Vocabulary: Denotative and connotative meanings 57
4.4 Grammar focus: Conditionals revised 59
4.5 Reflections 60
4.6 Self-assessment 60
4.7 Summary 61
Unit 5: Population 62
5.1 Listening: Population density 62
5.2 Reading: Population pyramid 66
5.3 Vocabulary: Collocation 71
5.4 Grammar focus: Voice 73
5.5 Reflections 76
5.6 Self-assessment 76
5.7 Summary 77

UNIT 1: Study Skills

Unit introduction

The purpose of this unit is to familiarize you with the skills and academic practices that you need to develop as university students. The unit revolves around two important aspects of academic study, namely, taking notes while listening to lectures and reading for academic study. The various activities in the unit thus are geared towards helping you to take effective notes during lectures and to practice reading for different purposes.

Objectives

By the end of this unit, you will be able to:

- find out what is involved in a lecture;
- take lecture notes by listening to a talk;
- give advice using appropriate language;
- identify the various purposes for reading;
- read and make notes;
- use the present perfect tense appropriately and correctly;
- write a paragraph reflecting on your reading experience;
- expand your vocabulary knowledge; and
- reflect on your learning and self-assess your progress.

1.1 Listening: What is a lecture?

While studying at university, you will be exposed to a lot of information in relation to your field of study. This information will reach you mainly through reading and listening to lectures. However, it will not be possible for you to remember all the information that you have read or heard later when you want to use it for different purposes, for example, to answer questions during examinations. This means that you need to take notes when reading and listening to lectures. Thus, taking notes is an important skill that you need to develop in order to be successful in your university studies. In this unit, you will listen to a talk on how to take lecture notes and practice the skill of taking notes.

Activity 1.1.1: A short survey

1. As mentioned earlier, note taking is one important study skill you need to develop, but it is not the only type of study skill you need to develop as a student. There are other study skills such as time management and organizing information. Read the list of studying habits or skills of highly effective students in the table below, and put a tick mark against the habits that you have already developed.
2. If there are any habits you haven't already developed, decide whether you want to develop them or not and explain the reasons to your neighbor. Put a tick mark under the 'Yes' or 'No' columns in the table to show your decisions.

No.	**Habits**	**Already developed**	**Want to develop in future**	
			Yes	**No**
1.	They do not attempt to cram all their study into one session.			
2.	They plan when they are going to study.			
3.	They study at the same time.			
4.	They have study time that has a specific goal.			
5.	They never procrastinate their planned study session.			
6.	They start with the most difficult subject first.			
7.	They always review notes before starting an assignment.			
8.	They make sure they are not distracted while they are studying.			
9.	They use study groups effectively.			
10.	They review their notes, schoolwork and other class materials over the weekend.			

Activity 1.1.2: Pre-listening

Before you listen to the talk, look at the following questions and discuss your answers in groups of three or four. One student will report the results of your discussion to the whole class.

1. What is a lecture?
2. Who gives a lecture?

3. Have you listened to lectures before? When? Where?
4. If you have, what did you do during the lecture apart from listening?
5. What do the following words mean? (Your teacher will help you if you do not know their meanings.)

transient distractions verbatim cues discriminating

Activity 1.1.3: While-listening

1. Now listen to the talk once and, as you listen, match the things that you have to do in column A with the purposes for doing them in column B.

A (What you do)	B (Purpose for doing)
1. If possible, read on the subject before attending the lecture. _____	a. to get an indication of the structure of the lecture and to be able to organize your notes
2. Sit near the front of the room as much as possible. _____	b. to refresh your memory and make your notes more complete with points that you did not have time to write down during the lecture
3. Listen carefully to the introduction to the lecture. _____	c. to focus on what is important and most relevant
4. Look and listen for cues from the lecturer. _____	d. to understand the subject and make it easier for you to take notes
5. As soon as possible, review your notes after the lecture. _____	e. to concentrate and make it easier for you to see and hear

Check your answers with those of another student.

2. Listen to the talk again, take notes and answer the questions below individually. Then, discuss your answers in groups of three.

When taking notes, remember the following points:

- Do not try to write down everything that the lecturer says. Focus only on the main points and important details
- Do not try to take notes in complete sentences. Use words and phrases.
- As much as possible, use abbreviations (shortened forms of words) and symbols instead of writing words in full.

Look at the questions for one minute before you listen.

1. What areas does the speaker say the talk will focus on?
2. What is the difference between the spoken language and reading?
3. In what ways may lecturers be different?
4. Why should you make a note of the topic, the lecturer and the date during note taking?
5. What are some of the ways in which lecturers can assist you in taking notes?
6. What will happen if you try to write down everything?

Activity 1.1.4: Post-listening

1. Write a paragraph of about 100 words explaining some of the problems you face when you listen to a lecture. Before you start writing the paragraph, plan the content of your paragraph in an outline form, write your paragraph based on your plan, and revise and edit it before you read it to a neighbor or to the whole class. You can also give your paragraph to a classmate who can give you feedback on the language of your paragraph.

_____

_____

_____

_____

_____

_____

1.2 Grammar focus: Modals and infinitives for giving advice

Look at the following sentences taken from the listening talk, and in pairs, tell each other the purpose of the sentences.

a. Try to prepare yourself in advance.
b. Sit near the front of the room.
c. You should be able to work out the important themes of the lecture.
d. You should not try to write down every word that the lecturer says.

Note that each of the sentences advises you on how best you can take lecture notes. They do this with the use of infinitives (**Try**, **Si**t) and **should** (**should not**). Two other ways of giving advice include the use of **ought to** and **had better**.

Example: You ought to work very hard.

You had better work very hard.

Note: **Should** and **ought to** express similar meaning**. Had better** is sometimes used when we want to make the advice stronger to indicate that the advice we give is really important.

Activity 1.2.1: Sentence completion

Complete the following sentences by choosing the correct word or phrase from the alternatives given.

1. I need a quiet place to study. Where_____ (I should/ ought to I/ should I) go?
2. The airline allows only two pieces of luggage. You _____ (had better not/ better not/had not better) pack too much or you will have to take some of it out at the airport.
3. A: I think that the grade my teacher gave me on my test is wrong.
   B: Really? You _____ (ought talk/should to talk/ought to talk) to her after class today.
4. It is raining and I don't want to get my dress wet. I (had better not bring/had better to bring/had better bring) an umbrella.
5. A: I'm very hot.
   B: You _____ (should take off/ought take off/better had) your coat.

6. I did not understand much in the last lecture. I ____ (ought read/had better read/had read better) more on the topic.

Activity 1.2.2: Completing short dialogues

In pairs, take turns and give advice to each other using the cues given below. Use the three ways of giving advice you practiced above. The first one has been done for you as an example.

1. Aman: I want to speak English more fluently.
   Muna: You should practice speaking every day.
2. Aman: I'm adding weight recently.
   Muna: _____.
3. Aman: My parents send me money but I'm always broke.
   Muna: _____.
4. Aman: I'm not feeling well.
   Muna: _____.
5. Aman: I can't study in the dorm. The other students talk too much.
   Muna: _____.
6. Aman: I want to join a good department next year.
   Muna: _____.
7. Aman: I find it difficult to get up early in the morning.
   Muna: _____.
8. Aman: I spend a lot of time watching television every day.
   Muna: _____.
9. Aman: I'm feeling bored this afternoon.
   Muna: _____.
10. Aman: I keep losing my mobile phones. I lost two mobile phones last month alone.
    Muna: _____.

1.3 Reading: Reading for study

Activity 1.3.1: **Preparing for reading**

Look at the first three questions below and answer them individually. Then discuss your answers in groups of three. Report your answers to the class.

1. What is reading?
2. Is reading an article in a newspaper the same as reading a book in your field of study? Explain.
3. Do you think reading for your study at university will be different from reading at high school? How is it the same or different?
4. Find out the meanings of the following words with the help of your teacher.

invaluable	scan	skim
assimilate	repertoire	

Activity 1.3.2: **Reading for understanding**

1. Read the following text and answer the questions below it.

Reading for Study

Reading is a fundamental aspect of academic work. It is likely to be the major way to gather information about the discipline you are studying and it is a very valuable skill to enhance and develop at university or college. One of the routes to develop the ability to think about and describe the world in terms of a particular approach is through reading. Reading will provide an understanding of the academic discipline being studied. Ultimately it will be one of the keys that unlock the door to a career as a business manager, psychologist, engineer, chemist, teacher, scientist and so on. As well as guiding you through your course, it will be an invaluable learning tool in the world of employment. Reading opens up the possibility of gaining access to and an understanding of the thinking of all the people who have developed models and theories or written about a particular discipline.

One of the principal objectives of reading for study is to gather ideas and information and to assimilate them into your own view of the world, and then to be able to express that view through the assessment program or in seminars. Only by doing this can you understand a subject.

During your time at university or college you will need to approach your reading very intelligently and diligently by putting considerable effort into it.

As a student it is important to recognize that reading may be the most demanding work you do at university or college and that a huge volume of reading will be required to pass a course. Almost certainly reading strategies need to be developed in order to get through the amount of reading to be done. For some people it may be a matter of changing perceptions about reading. For example, on entering a library some students will think ‘Oh no, look at all these books to read!, while others will think ‘Oh wow, look at all these books to read – where shall I start? Let me get going!’.

Over the years authors have identified, described and analyzed the issues relevant to a particular area of study, such as business, philosophy, botany, education and psychology. Within each discipline theorists examine a subject from a number of viewpoints, identifying key themes and issues and embodying certain assumptions. One of the particular advantages of reading is that in many instances it is possible, through books, to read the original works of an author. The written word is still the main way of accessing academic debate in all fields of study. Through reading, it is possible to discover the fundamentals and essential aspects of a subject, its basic assumptions, the facts upon which it is built and how these are examined and approached.

Purposes for reading

A student will read for many different reasons, and it is important to remember that the way reading is approached should change depending on the purpose. Glancing through a newspaper to pick out the main news items is quicker than and different from reading for study, and both involve a variety of skills. A newspaper often gives only a cursory coverage of a topic, ignoring the details. A textbook may require detailed study to extract the essential knowledge it contains. When reading, for example, it is possible to:

a) read an instruction book with the intention of immediately applying the information in order to play a new stereo, use a cooker, repair a car;
b) read an enjoyable, exciting novel for escapism, as quickly as possible, with no need to worry about remembering any of the story afterwards;

c) skim through the pages of a magazine for the latest developments; or
d) scan the pages of a newspaper to absorb the main headlines that day, disregarding the advertisements altogether.

There are, of course, different ways of tackling reading, which will vary according to both the reading material and the particular task and focus. Reading is, after all, one of the basic tools of work for students. It is crucial that reading skills are developed so that you are able to get the most out of reading and importantly to make the best use of it. There are many techniques that can be used to gain a detailed understanding from a textbook or article, to identify the main themes or issues, or to get a general overview.

The reading skills that you have already developed can be put to good use in academic study. New students may neglect to use abilities which are at their disposal in the repertoire of skills developed in their everyday lives, but that are often taken for granted and overlooked. Reading is a skill which is often taken for granted. It is easy to believe that it no longer requires any thought or effort. However, the fact is that reading is concerned with understanding the meaning that the author is trying to communicate; not just a matter of recognizing words on a page. When studying, it is important to think about why you are reading and to realize your need for a variety of approaches. It can be only too easy to read without thinking about it, because a reading list has been provided by the instructor or you think that reading is a necessary requirement of your course.

Most people tend to feel that the way to read a book, an article or information on a personal computer is to start at the beginning and read through to the end. At first this tends to be the approach that many students adopt with books, opening the textbook and starting to read from chapter one until he or she loses interest, finds it too difficult, falls asleep, or in some cases finishes the book with relief. This method is unlikely to be the approach which brings the most benefit when studying at university.

(*Slightly adapted from Payne and Whittaker, 2000*)

2. Answer the following questions using the information in the text above. Write your answers in your notebook, then check them with another student.

a. Why may reading be the most demanding work at university or college?
b. In what way is the written word common to every field of study?
c. What are some of the ways in which we read?
d. How do our ways of reading vary?
e. How do students who say 'Oh no…' differ from those who say 'Oh wow…' regarding their perceptions of reading?
f. What do the writers mean by "Reading is a skill which is often taken for granted"?

3. Say whether the following statements are 'True' or 'False'. Support your answers with evidence from the text.
   a. Students had developed reading skills when they come to university.
   b. Our reading purpose changes according to our approach to reading.
   c. Reading is the only way of gathering information about one's field of study.
   d. Reading an instruction book in order to apply the information immediately and reading an enjoyable novel for escapism both employ the same reading skill.
   e. The writers believe that reading requires thought and effort.
   f. At university, it is very useful for students to start at the beginning and read through to the end of a book.
4. What do the words in **bold type** refer to in the text?
   1. …**it** will be an invaluable learning tool… (paragraph 1)
   2. Only by doing **this**… (paragraph 2)
   3. …and how **these** are examined… (paragraph 4)
   4. …and **both** involve a variety of skills (paragraph 5)
   5. …in **their** everyday lives… (paragraph 7)
5. Guess the meanings of the following words and phrases as used in the reading text. First, work individually, and in groups of three, tell each other what helped you to arrive at those meanings.
   a. keys (paragraph 1)
   b. access (paragraph 1)
   c. perceptions (paragraph 3)
   d. interpreted (paragraph 4)
   e. glancing through (paragraph 5)
   f. extract (paragraph 5)
   g. vary (paragraph 6)
   h. themes (paragraph 6)
   i. at their disposal (paragraph 7)
   j. recognizing (paragraph 8)

6. Take appropriate notes from the reading text and complete the following guided summary.

Reading seems to be the main_____. It is a very useful skill_____. It is through reading that academic disciplines _____. One major objective of reading at university or college is _____. This means that students need to _____ in order to be successful in their university studies. It is also important to note that the approach to reading varies according to _____, and there are different ways of tackling reading based on _____. Thus, to make the best use of their reading, students need to _____ in addition to using the abilities that they already possess when they come to university.

Activity 1.2.3: Post-reading

Work individually. Think of your own reading experience and write a paragraph of 150 – 200 words. Use the following questions to guide you.

1. What books or texts did you read when you were in high school?
2. How did you read them? Did you read them all in similar ways? Did you use different ways of reading? If different, what were the ways?
3. Do you think your reading in the past was effective? Why or why not?
4. Do you think you will need to change the way you read for your university study? Explain.

_____

_____

_____

_____

_____

_____

_____

_____

1.4 Grammar focus: Present perfect tense

The following two examples are taken from the reading text above. Examine the sentences and say what kinds of action they express.

a. Over the years authors **have identified** the issues relevant to a particular area of study.
b. The reading skills that you **have already developed** can be put to good use in academic study.

You must have noticed in the examples that the verbs in bold type are in the **present perfect tense**. You also note that the verbs express actions that happened at an unspecified time before the present.

Look at some more examples of the uses of the present perfect tense:

- I have lost my keys. I can't open the door.
  (finished action that has an influence on the present)
- Classes have already started. (action that is going on)
- Ujulu has cooked dinner. (action that stopped recently)
- I have never been to Moyale. (action that has taken place once, never or several times before the moment of speaking.

Activity 1.4.1: Discussion

In groups of three, tell each other what we have done so far in this unit.

Example: We **have listened** to a talk on note taking in lectures.

(Each group member should be able to say at least two things that you have done. Then, one of you will record the sentences and report to the class.)

The present perfect tense action can be understood more easily in contrast with an action expressed in the simple past. Look at the following examples of the use of the two tenses:

- A: I **have read** this novel before.
  B: Have you? When **did** you **read** it?
  A: About two years ago.

- A: They **have constructed** a new road in this area.
  B: When **did** they **finish** the construction?
  A: Last year.

Activity 1.4.2: Completing sentences

Complete the gaps using either the **present perfect** or **past simple** form of the verbs in the brackets. When you have finished, compare your answers with those of another student.

1. Yesterday we _____ (play) football after class.
2. The boys _____ (clean) the car. It looks new again.
3. We _____ (just, read) the book. Now we can watch the film.
4. I first _____ (meet) my best friend three years ago.
5. None of my family members _____ (ever, visit) another country before.
6. She _____ (buy) her car when she was working in a business company.
7. Things _____ (change) a great deal at our company. When we first ____ (start) working here three years ago, the company _____ (have, only) six employees. Since then, we ____ (expand) to include more than 2000 full-time workers.
8. In the last hundred years, traveling _____ (become) much easier and more comfortable. In the 19th century, it _____ (take) two or three months to cross North America by covered wagon. The trip _____ (be) very rough and often dangerous. The situation _____ (change) a great deal over the last century. Now you can fly from New York to Los Angeles in a matter of hours.

Note:

1. The present perfect tense is formed using 'have' or 'has' plus the past participle of the verb.
   - ✓ We **have** all **submitted** our assignments to the instructor.
   - ✓ She **has** not **written** the letter yet.
2. The action expressed in the present perfect tense does not include a definite past time because the interest is in the action, not in when the action took place.
   - ✓ I have read this book ~~last year~~.

If indicating the time is important, use the simple past tense.

- ✓ I read this book last year.

3. The present perfect tense is often used with the following words or phrases:

already	never	till now
ever	not yet	up to now
just	so far	

1.5 Reflections

Reflect on your learning experience in this unit by writing short answers to the following questions.

1. Did you find the topic of this unit interesting? Why?
2. Which of the activities in this unit were:
   a) easy? Why?
   c) of medium difficulty? Why?
   b) difficult? Why?
   d) enjoyable? Why?

1.6 Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Can you…	Yes	No
1.	listen to and comprehend short texts of reasonable difficulty?		
2.	read with comprehension short texts of manageable difficulty?		
3.	make relevant notes while listening or reading?		
4.	use the present perfect tense to express various actions?		
5.	discuss in English to do different activities?		
6.	guess the meanings of unfamiliar words using various contextual clues?		

7.	identify what words such as pronouns refer to in longer texts?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

1.7 Summary

This unit has engaged you in a range of listening and reading activities. Specifically, the unit has given you opportunities to practice listening and reading activities and some of the activities integrated speaking or writing skills. You have also had a chance to learn the meanings of some words and the various uses of the present perfect tense. It is thus believed that the unit has helped you to build on the skills and knowledge you learned at high school. The next unit will also expose you to various activities aimed to enable you to further consolidate your English language skills and knowledge. Are you ready to proceed to Unit 2?

Unit 2: Health and Fitness

Unit introduction

Like the preceding unit, this unit exposes you to a range of activities designed to help you develop your communicative ability in English language. The unit has seven sections. The first section engages you in listening to a short text about a famous football player. In the second section you will learn how to use conditionals correctly. The third section is mainly meant to enable you to improve your reading comprehension skills. In the fourth section you will practice guessing the meanings of new words from context. You will reflect on your learning experiences in the fifth section while the sixth section encourages you to self-assess your learning progress. Finally, section seven summarizes the unit.

Objectives

By the end of this unit, you will be able to:

- listen and take notes from a story;
- read and identify main ideas in a reading text;
- write a paragraph describing the lessons you have learnt about health and fitness;
- use conditional sentences in conversations or in writing;
- guess the meanings of new words from context;
- discuss in English about health and fitness; and
- reflect on your learning and self-assess your progress.

2.1 Listening: Zinedine Zidane

Activity 2.1.1: Pre-listening

1. Do you know the meaning of ‘career’, ‘profession’, ‘professional’ and ‘professional career’? If you don’t know them, your teacher will tell you their definitions.
2. Do you know any sportsman/sportswoman well? Write brief notes that describe the sportsman/sportswoman you know very well. Your notes can be about the person’s:
    - physical appearance (e.g. short, tall, fat, etc.)
    - personal qualities (e.g. kind, humorous, sociable, etc.)

- previous and/or present (professional) career (professional football player, athlete, etc.)
- achievements (e.g. record broken, goals scored in a football tournament, success as a sportsperson, etc.)

N.B. You may ask your teacher for vocabulary support!

3. Now, sit in groups of three or four and discuss your notes. Remember to take turns to describe your sportsman/sportswoman.
4. Who is the man in front of the crowd (a large group of people that are gathered)? What might he be doing? What was/is his professional career? In groups of three, discuss these questions and write some answers in note form. You can also include all that you know about this person.
5. When you finish, join other groups to discuss and expand your notes. You may use some of them in the next activity.

Activity 2.1.2: While-listening

1. Listen as your teacher reads a text about Zinedine Zidane. Write short notes as you listen, and be ready to discuss them in small groups.
2. Discuss your notes in groups of three or four. Try to reach an agreement on certain points and develop better notes.
3. Look at the table below and try to understand what you are required to do.

1.	Full name	
2.	Date of birth	
3.	Place of birth	
4.	Known for	
5.	Playing position	
6.	Played for	
7.	Went to Real Madrid for record fee of	
8.	Games won	
9.	Special points (if any)	

4. Listen to your teacher again. This time, complete part or the whole of the table.

5. Listen to your teacher once more. This time you have to finalize your answers.

6. Now, be in pairs and discuss your answers before the teacher gives you feedback.

Activity 2.1.3: Post-listening

1. Go back to the table you completed during the listening activity, **Activity 2.1.2**. Ask and answer WH-questions using the information in the table. Your teacher will assist you if you need any help.

   Example: S_1: When was Zinedine Zidane born?

   S_2: Zinedine Zidane (He) was born _____.

2. Do you engage in sports activities? For example, do you do push-ups or go for a **jog** in the morning? Why? Why not? Write short answers to these questions and discuss them in small groups. Some of you will also explain your answers to the whole class.
3. Do you know the meaning of to 'jog' and its forms 'jogged', 'jogging', etc.? Learn this from your dictionary. What does to know a word mean? Your teacher will give you a handout explaining what to know a word means. Study the handout and use the information in the handout in your future vocabulary learning efforts.

2.8 Grammar focus: Conditionals

1. Individually, study the questions below and try to learn how they are constructed. Then, write three sentences in the table based on the given cues.
   a. What **will** you **ask** Derartu Tulu if you **meet** her in your university?
   b. Go back to the table you have completed about Zinedine Zidane, and quickly study the contents. What **would** you ask Zinedine Zidane if you **met** him somewhere in Europe?
   c. What **would** you **have done** if you had met Derartu Tulu immediately after she won the women's 10,000 meters race in the Barcelona Olympics in 1992?

No.	**Name of sportsperson**	**What you will do/would do/would have done if you meet/met/had met the person**
a.	Derartu Tulu	If I meet Derartu Tulu, I will_____. If I had met Deratu Tulu immediately after she won the women's 10,000 meters race in the Barcelona Olympics in 1992, I would have_____.
b.	Zinedine Zidane	If I met Zinedine Zidane, I would_____.

2. Now, sit in groups of three or four and discuss your answers before your teacher gives you feedback on them.
3. Listen and take short notes as your teacher gives a short lecture on conditional sentences.
4. Quickly develop your notes into brief summaries focusing on the forms, uses and meanings of conditionals.

5. Finally, give oral summaries about conditionals (how conditional sentences are constructed) in small groups.
6. Circle the correct words in parentheses in the following dialogues (1-4).

Dialogue 1

Tigist: What's wrong? You look really stressed out about something.

Kedir: It's this research paper I'm writing. The outline is due tomorrow, and I'm still working on it. If I don't finish it tonight, I (get, will get, would get) an F!

Tigist: Well, I can help you if you (need, will need, would need) it.

Kedir: Really? That would be great! I get off work at 4:30. Man, I feel better already.

Dialogue 2

Almaz: Are you ready? Let's go. The movie starts in half an hour. We need to leave right now if we (want, wanted, will want, would want) to get there in time.

Muhaba: I know, I know, but I can't find my wallet.

Almaz: Can I do something to help you get ready?

Muhaba: Well, if you helped me look for it instead of telling me what time it was, that (is, was, would be) a big help.

Almaz: Okay. But let me say just one more thing: I'd keep my wallet in the same place every day if I (am, were, can be) you. That way I'd always know where it was.

Dialogue 3

Bontu: How was your Spanish exam, Hadas?

Hadas: Fine, I guess. I got a B. I could have got a better mark provided I (worked, work, had worked, have worked) on the verbs. And you?

Bontu: I didn't study and I failed, but I (would fail, will fail, would have failed) even if I had studied; that's why I decided not to do it.

Hadas: That's not true. Nobody fails an exam as long as they (study, studied, had studied).

Dialogue 4

Mother: You can't go out. That's out of question.

Son: Please, mum. Can I go out on condition that I (did, do, have done, had done) all my

homework before leaving.

Mother: Well, if you (do, did, had done, have done) your homework when I asked you, you would be allowed to go out now.

Son: But I didn't hear you. If I had heard you, I (would have done, will do, would do, will have done) it.

Mother: That's the problem; you never listen. It (won't, wouldn't, wouldn't have) hurt if you listened to me once in a while. If you (did, do, had done, have done) it more often, your life would be much easier.

Q. What would you do if you were the mother? Write your answer and show it to a partner.

2.3 Reading: Health and fitness

Activity 2.3.1: Pre-reading

1. Do you think that Zinedine Zidane and the other sportspersons you talked about in **Activity 2.1.1** have benefitted from engaging in sports? What are the benefits/advantages they might have got from engaging in sports?
2. How do sports help us to improve our health?
3. Write short answers individually and discuss them in pairs. Then, some students will explain their answers to the whole class.

Activity 2.3.2: While-reading

A. Read quickly the text below and find the main idea of each paragraph. Take notes while you read to help you capture the main ideas. The first one has been done for you as an example.

Health & Fitness

Team Sports

There are so many ways to exercise, both alone and with friends. Team sports are one of the best ways, for a lot of reasons, and there are so many of them to try!

When you join a team sport, there are regular practices and games. Keeping on a routine and schedule means you will stick with exercise. It makes you keep going, because you have made a promise to the team to show up and play.

Team sports allow for healthy competition. You can't always win, but you can certainly try your best to win! When you don't quite make it, make sure you show good sportsmanship! Don't be rude to other players or teams when you win, and don't pout if you lost. Just practice and try again. There are always more chances. Team sports are also a lot more fun than doing something alone. You can make a lot of friends and learn a lot of things about games and other people.

There are a lot of different sports, something for everyone! Do you like action sports? Try Karate, football, boxing, hockey, Taekwondo, rugby, or other sports like that. Do you like having to hit and catch a ball? Try baseball, basketball, volleyball, tennis, cricket, lacrosse, or similar sports. Do you like sports where accuracy counts? Try bowling, ping pong, billiards, pool, archery, and target shooting. How about sports that take balance and rhythm? Try competitive dancing, gymnastics, cheerleading, and that kind of sports. Don't forget those sports where you have to swim! Try water polo, diving, swimming, and other fun water games! There are games that take speed, too! Try snowboarding, running, skiing, sailing, racing, and other fast sports!

Try a whole bunch of sports. Each one is fun in a different way. Enjoy a healthy lifestyle and have fun at the same time!

Paragraph	**Main Idea**
Paragraph 1	Team sports as one of the best ways to exercise
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

1. Discuss your answers in groups of three or four. Also, focus on the techniques which you have used to work out the main idea of each paragraph.

2. Were your answers similar? Were there big differences? Why? What are some of the techniques you used to work out the main ideas of the paragraphs?

B. Read the different parts of the above text and answer the following questions.

1. List the benefits of team sports.

   a. _____

   b. _____

   c. _____

2. The writer believes that the ultimate goal of team sports should be winning the competition.
   a. True
   b. False
   c. information not given
3. 'them' (paragraph 1, line 3) refers to _____
4. 'It' (paragraph 1, line 3) refers to _____
5. 'Each one' (paragraph 5, line 1) refers to _____
6. How did you find the information in the passage?
   a. acceptable
   b. doubtful
   c. exaggerated
   d. unacceptable
7. Read through paragraph 4 again. If you **decide** to engage in team sports, which one(s) **will** you **choose**? Why?
8. Now, sit in pairs and discuss your answers. You will then review them with your teacher.

Activity 2.3.3: Post-reading

What have you learned from the text on health and fitness. Write a short paragraph explaining all that you have learned from the passage. The topic sentence has been provided to help you.

I have learned important lessons from the text on health and fitness. _____

_____

_____

_____

_____

_____

_____

_____

2.4 Vocabulary: Guessing meaning from context

Activity 2.4.1: Building vocabulary

1. Find different words from the reading text which have the following meanings and write your answers in the spaces provided.
   a. 'regular'(paragraph 2) _____
   b. 'value given for sport' (paragraph 3) _____
   c. 'a number of' (paragraph 5) _____
2. Now, discuss your answers in small groups. In your discussion, also focus on the techniques that might have helped you to work out the meanings of words or phrases.

2.5 Reflections

Reflect on your learning experiences in this unit by writing short answers to the following questions.

1. Which of the activities in this unit were:
   a) easy? Why?
   c) of medium difficulty? Why?
   b) difficult? Why?
   d) enjoyable? Why?
2. How do you compare your learning experiences in this unit with your learning experiences in Unit 1?
3. Discuss your reflections in groups of three or four. In your discussion, see if there are similarities, and if any, report them to your instructor.

2.6 Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Can you…	Yes	No
1.	listen to and comprehend short texts of reasonable difficulty?		
2.	read with comprehension short texts of manageable difficulty?		
3.	write relevant notes while listening or reading?		
4.	write meaningful conditional sentences?		
5.	interact in English after engaging in listening activities?		
6.	interact in English after carrying out reading comprehension and reflective activities?		
7.	attend to vocabulary while listening or reading?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

2.7 Summary

This unit has engaged you in a range of communicative activities. Specifically, the unit gave you opportunities to practice listening and reading activities with the other skills integrated. You also had a chance to learn vocabulary and grammar that you can use in communicative events. It is thus believed that the unit helped you to build on the skills and knowledge you learned in the previous two units. The next unit will also expose you to various activities aimed to enable you to further consolidate your English language skills and knowledge. Are you ready to proceed to Unit 3?

Unit 3: Cultural Values

Unit introduction

In this unit you will listen to a lecture on cultural tourism and read about the culture of a specific cultural community which defied the cultural norms of the society at large. It is hoped that this unit will help you become more aware of the cultural values of some communities and the importance of respecting different cultural values and the contribution of cultural communities to tourism. You will also study the uses of different tenses and do some grammar exercises. Moreover, you will write paragraphs based on the listening and reading you are going to do.

Objectives

By the end of this unit, you will be able to:

- listen to a lecture and identify specific information;
- make notes while listening to a lecture;
- write a short summary from notes taken from a lecture;
- revise a paragraph using peer feedback;
- read an article and answer comprehension questions;
- work out meanings of new words from context;
- use simple present, simple past, present perfect and past perfect tenses orally and in writing;
- develop or choose strategies for learning grammar independently;
- converse in English about culture and cultural values; and
- reflect on your learning and self-assess your progress.

3.1 Listening: Cultural tourism

Activity 3.1.1 Defining culture and cultural values

1. There are many definitions of the word ‘culture’. Your teacher will give you a couple of definitions of ‘culture’. Before that what do you understand by the term ‘culture’? Write your definition in one sentence in the space below and read it to your neighbor.

2. Now work in groups of three or four and draw up a list of characteristics that can make cultural groups different from each other and tell your teacher when you have finished. For example, religion can be one characteristic that can distinguish one cultural group from another.

3. Conduct a whole-class discussion on the basis of the following questions:
   a. Why is it difficult to define the word 'culture'?
   b. Why do people identify with cultures and cultural groups?
   c. How do you feel about the terms 'culture' and 'cultural groups'? If you like the term, why? If not, why not?
   d. What other term would you prefer (national group, ethnic group, or no term at all)? Why?
4. What do you think cultural values are? Cultural values are the core principles and ideals upon which an entire community exists. For example, one cultural value we have as Ethiopians concerning the proper upbringing of children is that children should be spanked or beaten when they disturb or when they become a nuisance. Work in pairs and list three to five cultural values most of us share here in Ethiopia.

Activity 3.1.2: Pre-listening

1. Tell your neighbor what is going on in the picture below and where it happens. If you have been in a similar situation, you can share your experiences with the whole class.

2. Before you listen to the lecture, work in pairs and discuss your answers to the following questions.
   a. Why do you think many Americans and Europeans visit cultural attractions in Ethiopia and other places every year?
   b. Have you ever visited a cultural attraction like a museum, a monument or a cultural festival by going away from your place of residence? If you have, why have you done it and with whom?
   c. Is there any cultural group you would like to visit and why?
   d. What can we do as a country to promote our cultural heritage like *Irecha*, *Timket* or *Fichee Chambalala*?
   e. What do you think are some of the potential dangers of a large number of tourists coming to visit specific cultural groups like the *Hamer* in Ethiopia?
3. The following phrases are taken from the lecture 'Cultural Tourism,' which you are going to hear in a few minutes. The phrases are probably new to you, so discuss what they mean with your neighbor and if you are not sure what they mean, look them up or ask your teacher.

   the Grand Tour

   advance guards
4. The following sentences are taken from the lecture you are going to hear. While you listen to the lecture, fill in the blank spaces and discuss, if necessary, the meanings of the sentences with your teacher.

a. Cultural tourism includes tourism in _____ areas particularly historic or large cities and their cultural _____ such as museums and theatres.
b. These cultural needs can include the _____ of one's own cultural identity by observing the _____ other.
c. Other _____, however, have suggested that cultural tourism may do more _____ than good allowing the cultural tourist to penetrate sensitive cultural environment as the advance guards of the _____ tourist.

5. Below you find a list of six sentences. Three of them are found in the lecture, but the other three are not in the lecture. Listen to the lecture again and put a tick in the boxes against the sentences found in the lecture and compare your answers with a neighbor's.

☐ This form of tourism is also becoming generally more popular throughout the world.

☐ Cultural tourism research has also grown rapidly, particularly in fields such as cultural consumption, heritage conservation, and its relationship with the creative economy.

☐ Cultural tourism has recently been reaffirmed by the UNWTO as a major element of international tourism consumption, accounting for over 39% of tourism arrivals.

☐ What is the difference between cultural visits on holiday, cultural tourism and cultural visits undertaken during leisure time at home?

☐ Thus, they promoted the flourish of culture and created the initial cultural identity in Europe.

☐ In spite of these problems policy makers and tourist boards and cultural attraction managers around the world continue to view cultural tourism as an important potential source of tourism growth.

Activity 3.1.3: While-listening

1. Listen to the lecture once again and complete the table below using the required specific information in each column. Compare your notes with your neighbor's and improve or expand your notes.

Types of tourism or tourists mentioned	Sources cited by the speaker	Names of organizations mentioned	Benefit(s) of cultural tourism	Criticism against cultural tourism

2. Listen to the lecture again and write 'True' or 'False' to the following sentences based on the information you have heard in the lecture. Compare your answers with a neighbor's; you have to provide evidence from the lecture for your answers.
   a. Cultural tourism is definitely the first form of tourism. _____
   b. Cultural tourism excludes big cities and gives emphasis to rural areas. _____
   c. Standard tourists spend in the countries where they visit more than cultural tourists do. _____
   d. Sex tourism is one type of tourism that the speaker has mentioned in his lecture. _____
   e. Cultural tourism can help tourists to strengthen their own sense of identity. _____
   f. Cultural tourism is showing signs that it may slow down in the next few decades. _____
   g. One of the criticisms against cultural tourism is that it may open doors to mass tourism which may negatively affect a specific culture. _____

Activity 3.1.4: Post-listening

1. Write a paragraph of about 100 words on the benefits and dangers of cultural tourism using your notes above and by doing a quick search on the Internet. Then, exchange your paragraphs with a partner and give feedback and comments on each other's paragraphs. Try to include both positive as well as critical comments. Receive the feedback and comments and revise your paragraph.

_____

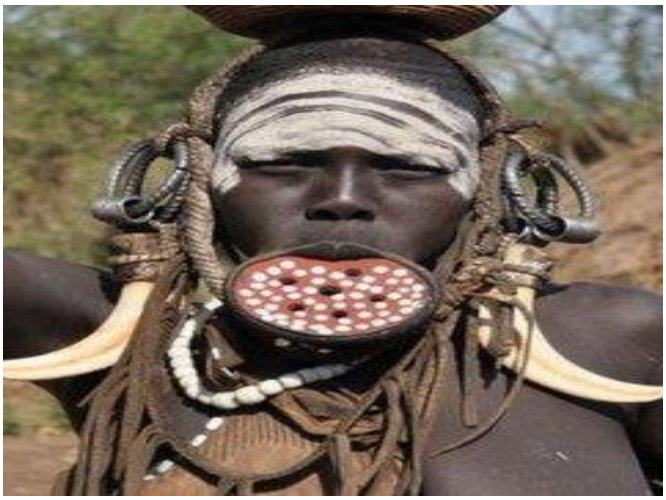
_____

3.2 Grammar focus: The present simple, past simple, present perfect and past perfect in contrast

Activity 3.2.1: Tenses in context

1. First of all, read the following article quickly just to have a feel of the experience of the tourist who visited the Mursi tribe. Then, reread the passage to identify the verbs in the article and write as many verbs as you can in the correct column in the table below the article.

No Shortage of Lip in the Mursi Tribe



This morning's visit to the Mursi tribe, the one whose women wear lip plates, was supposed to be a case of 'leaving the best till last', but in fact was a bit of a letdown. After yet another drive along a windy, corrugated dirt road, complete with potholes that were now filled with water after

heavy overnight rain, we finally reached the Mursi village on the outskirts of the Mago National Park in just under 2 hours. It was a compact settlement comprising around three dozen grass huts, but very few people. Our guide advised that most of the men were out on cultivation jobs and children at school, so most of those we saw were older women. And of these, only one was wearing a lip plate (but not the bright shiny design you see in all the glossy brochures), while a few others obviously had taken theirs out and just had the hole in the lower lip. On the one hand, I don't mind this as it at least allows us to witness life as it is, rather than some artificial dressing up purely for commercial purposes, but it was certainly a letdown after our previous tribe visits.

I had heard from previous tourists that the attitude of the Mursi was "take my photo, give me your money, then get the hell out of here", so at least we didn't encounter any of that. I think the main item of interest was the advice that the dowry for giving your daughter in marriage was 40 head of cattle and one Kalashnikov AK47 rifle. When I asked where they were able to obtain the latter, the response was "Oh, we just go over the border a short distance away into South Sudan and swap it for a few head of cattle"! So that in a nutshell were our Omo Valley tribal visits, which have not only given a good insight into their respective cultures but into life in general in this remote region of Ethiopia.

On our return to Addis Ababa, we had a full day and two nights. We gave our original airport B&B a big miss this time and booked instead into the very grand sounding (but fairly ordinary) Churchill International Boutique Hotel in a slightly more upmarket part of town. But trust me, 'more upmarket' is still relative and this is an extremely poor country still, with infrastructure very basic, traffic a shambles, people everywhere and no shortage of beggars on the street wherever you go. The only time we ventured out to any degree was to the Mercato Market, deemed as the largest open-air market in Africa. It was massive, bustling, and choking with cars and people, but I guess for the participants it was just another day at the office.

So that now completes our five week visit to East Africa. Having just completed one of the most interesting and satisfying trips that I have ever done, to five countries each with stunning scenery, fascinating cultures, and people who showed tremendous warmth and hospitality despite their lack of affluence, I can now sit back and ponder on the highlights and also reflect on some

of the differences between their cultures and ours that I observed over the duration of my journey. Probably my individual highlight was the exhilaration of the whitewater rafting on the Zambezi, but each of the lemurs in Madagascar, the range of animals and birds on the safari circuit, and the various tribes of the Omo Valley in Ethiopia will stay in my memories for a long time…

present simple	**past simple**	**present perfect**	**past perfect**
reflect,	advised,		

Activity 3.2.2: Uses of tenses

1. Match each type of tense in A to its use in B and compare your answers with your neighbor's. Each tense has more than one use.

A	**B**
____1. Present simple	a. expresses an experience that happened at some time in one's life
____2. Past simple	b. makes clear that one action in the past happened before another action in the past
____3. Present perfect	c. expresses an action that happens again and again
____4. Past perfect	d. expresses a finished action in the past
	e. expresses an action that began in the past and still continues
	f. expresses a fact that is true for a long time
	g. expresses a past action that has a present result
	h. expresses a past situation or habit
	i. expresses a fact that is always true

2. Work in pairs and decide what use the verb in each sentence expresses.
   a. I go to work by car.
   b. Ronaldo comes from Portugal.

c. He works in a bank.

d. I went to Adama last week.

e. When I was a child, we lived in a small house by the sea. Every day I walked for miles on the beach with my dog.

f. I did not go to the cinema because I had seen the film before.

g. We have lived in the same house for 25 years.

h. Have you ever had an operation?

i. What have you done to your lip? (It's bleeding)

3. Complete the blank spaces using the verbs given in brackets.

a. I work for a company that _____ printers. (make)

b. This photo of her _____ on holiday last year. (take)

c. I _____ her since 2008. (not see)

d. I _____ the newspaper every morning. (read)

e. When I visited her she _____ bed-ridden for six months. (be)

f. Janet _____ home. (go)

g. She _____ many awards for her contribution to classical music. (win)

h. The boys were playing games when it _____ raining. (start)

i. How long _____ you _____ a social activist? (be)

j. We _____ each other for a long time. (know)

k. Since 2011 they _____ their son every year. (visit)

l. After Larry _____ the film on TV, he decided to buy the book. (see)

Activity 3.2.3: Using tenses in writing

1. Write a paragraph of about 100 words in class outlining your experiences on your first day on campus and what has happened to you so far by using the four types of tenses you have studied in this unit. Read the paragraph to your neighbor; some of you will be selected by your teacher to read your paragraphs to the whole class.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3.3 Strategies for improving English grammar knowledge

Activity 3.3.1: Identifying a strategy for learning grammar

1. Some foreign language learners have very clear strategies for improving their English grammar knowledge. For example, many Ethiopian secondary school students may say that reading an English grammar book or doing the grammatical questions found in the university English exams offered in the past are some of their strategies to improve their knowledge of English grammar. Tell your neighbor if you have any strategies for improving your English grammar knowledge.
2. The table below contains strategies that can be used to improve your English grammar knowledge. First, order the strategies from most effective (1) to least effective (7), then tick the strategies you think you may use in the future. Compare the table you have completed with the table of your neighbor and discuss the similarities and differences you have in terms of choices of strategies for improving your English grammar knowledge.

Reading strategies	**Effectiveness of reading strategies**	**I probably use in the future**
Reading extensively (newspapers, novels, poems, textbooks, etc.)		
Reading and listening to texts in English and trying to notice characteristics of grammar use		

Writing down sentences that contain and apply certain grammar rules and studying and repeating these sentences every day, then making up your own sentences		
Rereading the paragraphs and essays you have written with the intention of correcting the grammatical mistakes you might have made		
Reviewing the grammatical structures you have learnt in class at home		
Owning a grammar book and reading it		
Doing grammar exercises in a grammar book or online		

3.4 Reading: The Awramba community

Activity 3.4.1: Pre-reading

1. Discuss your responses to the following questions before you read the article 'The Awramba community and its quest for Utopia'.
   a. Is there any cultural value that some Ethiopians hold dear, but you would like to see changed or abolished?
   b. What do you think could happen to someone who tries to challenge some of the cultural values strongly held by the majority of a cultural group?
   c. What is your attitude towards an individual or a group of individuals who advocate for the change of some cultural values strongly held by their communities?
2. Work in pairs and tell your partner what is culturally striking about the picture under the title of the article.
3. Read carefully the article entitled 'The Awramba community and its quest for Utopia' and answer the questions that follow.

The Awramba Community and Its Quest for Utopia

1 Awramba is an Ethiopian intentional community of about 463 people, located 73 kilometres east of Bahir Dar in the Fogera woreda of Debub Gondar Zone. It was founded in 1980 with the goal of solving socio-economic problems through helping one another in an environment of egalitarianism — in marked contrast to the traditional norms of Amhara society. The name means 'Top of the Hill' in Amharic.

2 Founded by Zumra Nuru, who currently serves as co-chairman of the community, with 19 other people who shared his vision, as of 2016 Awramba has some 450 members, and is lauded as a model to alleviate poverty and promote gender equality in a country where women are generally subservient to men.

3 The fact that its members work together, are diligent, disciplined and self-confident makes the Awramba community distinct from other Amhara communities. Women have equal rights as men and there is no distinction in divisions of labor between men and women. All people in the community have no religion as distinct from most communities in Ethiopia. They believe in hard work and being good to people. They keep their houses and their surrounding clean. Theft is seen as very obscene.

4 The community is ostracized, as it does not belong to either of the two primary religious groupings — Christianity or Islam. Members of the Awramba community, therefore, were not given agricultural land to cultivate, but instead were pushed into the most infertile and malaria infested corner of the district. As they cannot live on farm activities,

they have diversified into the weaving business, using both traditional and modern weaving machines. In addition, using three grinding mills provided by the Regional Micro and Small Scale Enterprise Development Agency, they offer milling service to neighboring farmers. The village hopes to earn more money in order to build potable water and sewage systems, pave the road, and create an education fund for the children.

5 The village is unique not only for its attitudes toward gender, religion, and education, but for the social security it provides its members in need. There are formal committees to provide services which include education, to receive guests, to take care of patients, the elderly and children, and community health. They have established a literacy campaign for adults, a library, and a preschool. Despite living in a culture which practices early marriage, the people of Awramba have decided girls should marry only after reaching the age of 18, and boys at or above 22.

6 The village's success has made it a subject of numerous studies. "So many Christian and Muslim leaders from all over [Ethiopia's regions] and some from outside have visited the village because it is very famous in its endeavor to eliminate poverty," says Mulgeta Wuletaw, a regional government administrator and Member of Parliament. Another supporter is Mohammed Mussa, a rural development consultant who prepared a case study on the village for the World Bank. "This is an extraordinary initiative within a traditional and conservative community," he says. "It's a good example for other Ethiopian communities — and even beyond Ethiopia — because of its gender equality, its work ethic, and its social security system."

Activity 3.4.2: While-reading

1. Write ‘True’ or ‘False’ to the following sentences based on the information contained in the passage. Discuss your answers to these questions with a partner. You have to provide evidence from the text for your answers.
   a. The Awramba community and the Amhara society around Fogera have very similar ways of life.

b. The only thing that makes the Awramba community exceptional is that it provides social security to its members.
c. What surprises many people who visit or hear about the Awramba community is that the transformation has occurred in a traditional and conservative society.
d. Like the rest of Ethiopia, women in Awramba are generally subservient to men.
e. The Awramba community has contacts with members of other communities around it.
f. Many studies have been done on the ways of life of the Awramba community because members of the community rejected the ways of life of the rest of the society around them.

2. Answer the following questions based on the information in the article and write your answers in the spaces provided under each question. The whole class will discuss the answers to these questions.

a. What do you understand by an 'intentional community' in the first paragraph?

_____

b. What is the main reason that the Awramba community is engaged in making cloth or thread?

_____

c. According to the article, what does the Awramba community want to do in the future?

_____

d. Do you think the Awramba community will continue to grow in number or will it diminish? Why?

_____

3. Find the words in the reading text which have the following meanings and compare your answers with a partner's.

a. behaviors accepted within a particular group (paragraph 1)
b. based on the belief that everyone is equal (paragraph 1)
c. to make something less bad (paragraph 2)
d. praised (paragraph 2)
e. offensive (paragraph 3)

f. showing effort in one's work (paragraph 3)
g. existed in large numbers (paragraph 4)
h. not allowed to be a member of a social group (paragraph 4)
i. a new plan (paragraph 6)
j. attempt (paragraph 6)

4. Match the topic of each paragraph with the number of the paragraph and tell your answers to your teacher.
   a. research on the Awramba community
   b. location and period of establishment of the community
   c. appreciation of the community
   d. challenges the community faces and its economic activities
   e. norms of the community
   f. the social services the community provides

Activity 3.4.3: Post-reading

1. Write a paragraph of about 120 words describing a couple of cultural values you are proud of or you uphold and explain their importance to society.

_____

_____

3.5 Reflections

Reflect on your learning experiences in this unit using the following questions and write your responses in the spaces provided. You may share some of your ideas with the rest of the class.

a. Was the topic of this unit familiar and interesting? If not, why?

   _____

b. Which activity was the most enjoyable and why?

   _____

   _____

c. Which activity did you find the most useful and why?

   _____

   _____

d. Were there activities that were boring and/or useless? If there were, which ones and why?

   _____

e. Was there an activity that was too difficult for you? If there was, explain what made it difficult.

   _____

f. You are at the end of this unit, so do you feel that you are making progress in your abilities to listen to and read English texts? If you do, how?

   _____

3.6 Self-assessment

Use the statements in the table below and indicate how much you agree or disagree with the idea in each statement using the five-point scale given (agree strongly, agree, undecided, disagree or disagree strongly). Put a tick against each statement after choosing the point that shows your level of agreement or disagreement.

No.	**Knowledge/Skill/Attitudes**	**Agree strongly**	**Agree**	**Undecided**	**Disagree**	**Disagree strongly**

1.	You are able to appreciate the cultural values of different cultural communities.					
2.	You are able to explain the benefits and dangers of cultural tourism.					
3.	You are able to identify specific information in a lecture.					
4.	You are able to explain the main ideas of a lecture.					
5.	You are able to take notes from a lecture.					
6.	You are able to write a summary of a listening text based on your notes.					
7.	You are able to identify the simple present, simple past, present perfect and past perfect tenses by their forms.					
8.	You are able to use the simple present, simple past, present perfect and past perfect tenses correctly in conversations or in writing.					
9.	You are able to understand and explain main ideas in a reading text.					
10.	You are able to unlock the meanings of new words from their contexts.					
11.	You are able to identify specific information in a reading text.					
12.	You are able to understand the main ideas of a reading text.					
13.	You will practically use one or more strategies for improving your knowledge of English grammar this semester or in the future.					

3.7 Summary

In this unit you have been able to see that culture can be a source of revenue for the national economy and that tourism that is driven by culture should be managed properly; otherwise, it can affect local communities. You have also done many activities which could improve your skills in listening and reading such as finding specific information in a text, understanding the main ideas of texts and guessing the meanings of new words using their contexts. It is believed that the grammar exercises could also improve your abilities to use the right tenses when you speak or write in English. The new words you have studied in the reading passage and in the other texts in this unit may also help you to understand texts on cultural issues in the future.

Unit 4: Wildlife

Unit introduction

This is the fourth unit of the module, which is intended to further enhance the knowledge and skills you have developed in the preceding units. This unit, too, has seven sections. In the first section, which follows a lead-in activity, you will be engaged in listening to a short text about human-wildlife interaction. The second section will give you an opportunity to enhance your reading comprehension skills. In the third section you will explore denotative and connotative meanings of words. You will revise the uses of conditionals in the fourth section, and the fifth section will encourage you to reflect on your learning experiences in the unit. In the sixth section, you will assess your learning progress using a checklist prepared for this purpose. Finally, a brief summary of the unit is given in the seventh section.

Objectives

By the end of this unit, you will be able to:

- interact in English based on background knowledge;
- listen to a talk and take notes;
- predict the content of a reading text;
- make notes while reading;
- explain and use the denotative and connotative meanings of words;
- interact in English using written notes and answers to exercises; and
- reflect on your learning experiences.

4.1 Listening: Human-wildlife interaction

Activity 4.1.1: Discussing pictures of wildlife

1. Look at the three pictures below.
   a. What is happening in each picture?
   b. Why is it happening?
   c. In which of the picture(s) is positive human-wildlife interaction exhibited (shown)?
   d. In which picture(s) is the interaction negative?
   f. What do you think should be done to change human-wildlife conflict into healthy co-existence?

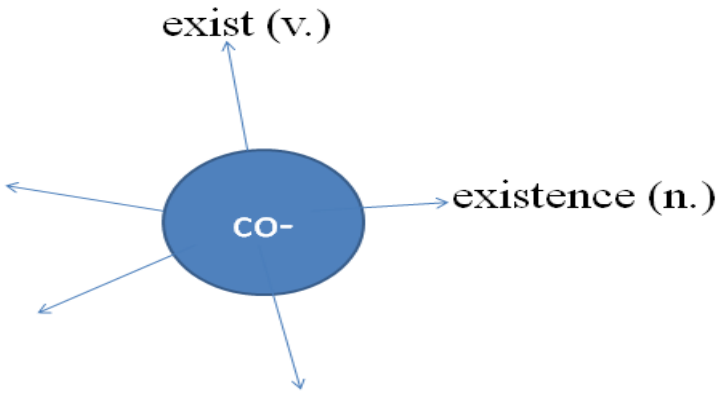
2. Write your answers in note form, and get ready to discuss them with your partner's.

Picture 1

Picture 2

3. Now, discuss your answers in small groups before some of you explain them to the whole class.

4. Do you know the meaning of 'co-existence'? What does 'co-existence' mean? How is it formed? Can you list other words formed in this way? Complete the following chart as homework.



Activity 4.1.2: Listening comprehension

A. Listen as your teacher reads a short paragraph about human-wildlife interaction. Remember to write some relevant notes while you listen.

B. Discuss your notes with a partner and improve them.

C. Study the following questions individually before you listen while your teacher reads out the text again.

1. Human interactions with wildlife can be_____ or _____.

2. Reasons for which people compete with wild animals include _____ and _____.

3. People tried to minimize negative interactions with wildlife using the following approaches:

   a. _____

   b. _____

   c. _____

4. The human-wildlife conflict led to:

   a. _____

   b. _____

   c. _____

   d) _____

5. What are the two positive effects of the recent advances in our understanding of the nature of

human-wildlife conflict?

a. _____

b. _____

6. What possible areas/issues are available for future research studies concerning human-wildlife interaction? List three of them.

a. _____

b. _____

c. _____

D. Listen as your teacher reads out the text for a second time. This time, answer some or all of the questions.

F. Listen to your teacher once more. This time, you should be able to finalize your answers.

G. Now, discuss your answers in small groups before you discuss them with your teacher.

Activity 4.1.3: Follow-up activity

1. The writer uses _____ information in the text that you listened to.

a. persuasive

b. statistical

c. factual

d. subjective

2. The text is most likely taken from _____

a. a newspaper

b. a research report

c. an eyewitness account

d. a diary

4.2: Reading: Africa's wild animals

Activity 4.2.1: Brainstorming

A. Individually, write short answers to the following questions. Get ready to discuss your answers in groups.

1. Can you name some wild animals in Ethiopia? In what ways can they be useful for the country?

2. How can Africa benefit from its wildlife?
3. Look at the pictures in the following text. What do you expect to learn from the passage?
4. Now, sit in groups of three or four and discuss your answers before some of you explain them to the whole class.

Activity 4.2.2: Reading comprehension

A. Read the following article quickly. Remember to write notes as your read.

Africa's Wild Animals

1.

The African rainforests cover a very large area –from the west coast of Africa to the mountains in the east in Kenya and Tanzania. If you look at our map, you'll see that more than 80 per cent of the rainforest is in the Congo Basin. This time we are going to mention a few larger mammals living in this area and a small animal from Madagascar. Madagascar, the world's fourth largest island, lies off the southeast coast of Africa in the Indian Ocean. Some animals which live there can **only be found in this part of the world**.

2.

One such animal is the lemur. There are 25 species of lemur on Madagascar and all of them are endangered. The lemur is a **monkey-like** animal with large round eyes, a pointed nose, a long tail and soft woolly fur. The largest lemur, the indri, is about 95cm long, the smallest, the mouse lemur, is only 15cm long. All lemurs are vegetarians. They like wild figs, bananas and other forest fruits.

3.

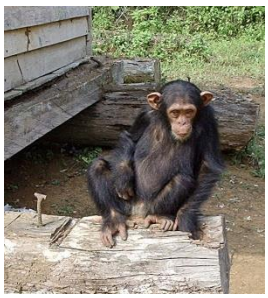
The mountain gorilla lives on the slopes of volcanoes in Rwanda, DRC and Uganda. They live in small groups led by a dominant male. They are **too big and heavy to climb trees** and so they wander slowly through the forest eating

fruits, leaves and berries. They are the largest of the great apes and look very dangerous. But scientists say they are gentle, intelligent and very friendly.

4.

The forest elephant lives in the Congo Basin. It is much smaller than the African elephant, which is the biggest animal on earth. Nevertheless, even this "small" elephant can be up to 250cm tall. Its ivory is thinner, short and a bit yellowish.

5.



The African forest is also home to different kinds of chimpanzees and baboons. Most chimpanzees use twigs to get tasty food from difficult places. Some can open nuts with stones and branches. Groups of about twenty chimpanzees travel together looking for fruit and leaves to eat. At night they rest in tall trees in branches.

B. Now, discuss your answers with a partner before you answer any question.

C. Now that you have discussed your notes, answer questions 1-4 below.

1. Look at the following titles of the paragraphs. Choose from the titles (a-g) the one which fits best each gap (1-5) in the article. There are two extra titles which you do not need to use.

   a. The biggest of the great apes
   b. Searching for food together
   c. Madagascar – my home
   d. The fastest animal in Africa
   e. A bit of geography
   f. Taller than a man
   g. Africa's natural resources

2. What does "**too big and heavy to climb trees"** (paragraph 3, lines 2&3) mean?

a. able to climb trees easily due to fitting body size

b. having flexible and adaptive body structure

c. unable to climb trees due to huge body size

d. capable of breaking trees for food

3. Look at the phrase '...only be found in this part of the world' (paragraph 1, line 6). What are animals which are only found in one area, and not in other areas, called? _____

4. Look at the title of the article: 'Africa's Wild Animals'. Do you think that the title is appropriate for the article? Why? Why not?

D. Discuss your answers with a partner quickly before you tell them to your teacher. Focus on how you found the answers. As you finish this exercise, go to the exercise below.

E. Find the required information about the animals described in the above article, and write your answers in the table below. When you finish, discuss your answers in small groups.

	Where do they live?	**What do they eat?**	**What do they look like?**
Lemurs	Madagascar		
Gorillas			
Elephants		X	thin and short ivory
Chimpanzees	X		X

F. Read the following sentences and decide if they are 'True' or 'False'? If they are false,

correct them. If they are true, leave the line empty.

Example: The African rainforests cover the area from the west coast to the lowlands in Kenya and Tanzania.

Answer: False

Correction: *They cover the area from the west coast to the mountains in Kenya and Tanzania.*

1. All lemurs are quite big – they are about 95cm long.

   _____

2. The mountain gorilla lives in a small group with a dominant leader.

   _____

3. The African elephant is the biggest animal on earth.

   _____

4. Chimpanzees sleep on the ground.

   _____

5. The lemurs on Madagascar are not protected.

   _____

G. Read the short version of the article about animals and fill in the missing words. Use only one word for each gap. The first one has been done for you as an example.

The *rainforest* covers a very large part of Africa and Madagascar. It is home to many animals, some of which cannot be found anywhere else in the _____ (1). The lemur looks like a _____ (2). It has got a long _____ (3) and large round eyes. It loves eating various kinds of _____ (4), for example bananas or figs. The mountain gorillas live in _____ (5) consisting of a chief and several other members. Because their weight is too _____ (6), they cannot climb the trees and they have to look for food near the ground. The forest elephant is _____ (7) than the African elephant. The colour of its ivory is somewhere between white and _____ (8). Chimpanzees are very skilful – they can open nuts with branches or _____ (9). They rest in trees and eat green _____ (10).

H. Ten words are underlined in the article above. Match these words with their definitions.

One has been done for you as an example. There are three extra words you do not need to use.

1. a large wet area covered with trees *rainforest*
2. likely to injure or harm somebody _____
3. soft thick mass of hair which covers an animal's body _____
4. a part of an elephant's head _____
5. a very high hill _____
6. a small, thin part of a tree _____
7. herbivorous _____

I. Can the above article be used to attract tourists to Africa? Why? Why not? Write a short paragraph (5-8 lines) explaining how the above article can attract tourists to Africa (or you can take the opposite view). When you finish writing, revise your paragraph and then give it to your partner for comments and feedback.

_____

_____

_____

_____

_____

_____

_____

_____

4.3 Vocabulary: Denotative and connotative meanings

Activity 4.3.1: Understanding connotative meanings

*Look at the word '**monkey**' in '**monkey-like**' (paragraph 2, lines 2&3). What is the dictionary definition of the word 'monkey'? Can words have meanings other than their dictionary meanings?*

When you look up a word in the dictionary, you will find its literal meaning – that is the word's denotative meaning. Denotative meaning is the basic definition of the word. However, many

words also have an emotional side. The emotions and associations connected to a word are known as its **connotative** meaning. A word may have positive, negative or neutral connotation.

Ten words are given in the table below. Indicate with a tick mark (✓) the type of connotation each word might have. Also, try to write the possible connotative meaning of each word in the last column of the table.

Word	**Connotation**			**Possible Connotative Meaning**
	Positive	**Negative**	**Neutral**	
unique				
mother				
childish				
skinny				
economical				
questioning				
group				
clique				
snake				
elated				
adolescent				

What does to know a word mean? One of the many things that one has to know about a word is its denotative and connotative meanings. To understand a word fully and use it correctly, it is necessary to know both its denotation (the standard definition) and its connotation (the feelings associated with it). If we are not fully aware of a word's connotation, we may choose an inappropriate synonym in our writing. This can lead to confusion or even to our reader taking offense. For example, consider the words "group," "clique" and "club". All these three words have basically the same denotative meaning: a set of more than one person. However, each of

these words has a different connotative meaning. This shows that when we study a new word, we should attend to its denotative and connotative meanings.

4.4 Grammar focus: Conditionals revised

Activity 4.4.1: Using conditionals

1. This activity helps you to revise conditional tenses which you studied in Unit 2. Write as many conditional sentences as you can based on the information given in the following table.

National Parks in Ethiopia	**What one can see in the parks**	**Your sentences**
Kafta Sheraro National Park	1. African elephant 2. Ground squirrel 3. Crested porcupine	If tourists **go** to the Semien Kafta Sherara National Park, they **will see**_____.
Semien Mountains National Park	1. Walia ibex 2. Gelada baboon 3. Caracal	_____
Bale Mountains National Park	1. Mountain Nyala 2. Ethiopian wolf 3. Spotted hyena	_____
Nechisar National Park	1. Plains zebra 2. Greater kude 3. Dik-dik	_____
Yangudi Rassa National Park	1. Beisa oryx 2. Abyssinian mohr 3. Grevy's zebra	_____
Other Parks	1. 2. 3.	1. _____ 2. _____ 3. _____

2. Try to complete the following table. Write your own example sentences for each conditional type.

Conditional	**If-clause**	**Main clause**
Type I		
	Example:	
Type II		
	Example:	
Type III	Example:	

3. Discuss your answers with a partner before some of you volunteer to explain them to the whole class.
4. What do you need to focus on when you study grammar (e.g. conditional sentences)?
5. Read further on conditionals, independently. Compile more notes and examples in your notebook under the heading 'Conditionals'. Remember to focus on the form, use and meaning of each conditional type.

4.5 Reflections

1. How did you find the activities in this unit? Were you successful in your learning in this unit? Why? Why not?
2. If you were to do some of the activities in this unit again, which ones would you like to do? Why? How differently would you do them?
3. Sit in small groups and discuss your reflections.

4.6 Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	**Can you…**	**Yes**	**No**
1.	interact in English using your background knowledge?		
2.	listen with comprehension to short texts of reasonable difficulty?		

3.	write appropriate notes while listening or reading?		
4.	interact in English using notes and answers to exercises?		
5.	read and understand texts of manageable difficulty?		
7.	interact in English after carrying out reading comprehension and reflective activities?		
6.	attend to vocabulary while listening or reading?		

- Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

4.7 Summary

In this unit, you were engaged in various activities which could have helped you to foster your listening, reading, speaking and writing abilities. The unit also gave you opportunities to engage in activities intended to increase your grammar awareness and vocabulary knowledge. In other words, the unit enabled you to enhance the skills and knowledge you learned previously. The next unit, Unit 5, contains various activities designed to help you to further improve your English language skills and knowledge. Are you ready to proceed?

Unit 5: Population

Unit introduction

This is the last unit of the module on *Communicative English Skills I* (EnLa101). Like the preceding units, this unit will engage you in different interactive and meaningful activities which will help you hone your English language abilities. The unit integrates speaking, writing and vocabulary with listening and reading, which receive explicit focus. The unit has seven sections. The first section focuses on listening while the second section mainly deals with reading. In the third section you will identify and use the collocations of the word 'population'. You will study the uses of passive and active constructions in the fourth section, and the fifth section will encourage you to reflect on your learning experiences in the unit. In the sixth section, you will assess your learning progress using a checklist prepared for this purpose. Finally, a brief summary of the unit is given in the seventh section.

Objectives

By the end of this unit, you will be able to:

- predict the content of a listening text;
- read and summarize an article;
- write relevant and effective notes while you listen and read;
- interact in English using notes, summaries and answers to exercises;
- use the collocations of 'population' in your talk or writing;
- construct correct active and passive sentences;
- reflect on the relevance of the tasks in this unit; and
- self-assess the progress you have made in learning English.

5.1 Listening: Population density

Activity 5.1.1: Pre-listening

You are going to listen to a talk on population density. Before you listen, answer the following questions.

1. Look at the picture on the next page. Which country do you think this picture was taken from? How do you know?
2. Is the area crowded (occupied by a large number of people) or is it sparsely populated (contains a small number of people)? Why do you think this area (the country we just mentioned) was chosen?
3. Do you know the meanings of the words 'population', 'dense', and 'density'? If you don't know their meanings, don't worry! Below are some definitions!

Population: a. the whole number of people or inhabitants in a country or region

b. the total of individuals occupying an area or making up a whole

Dense: marked by compactness or crowding together of parts

The word '**density'** is derived from the word '**dense'**. Can you now guess the meanings of '**density**' and '**population density**'?

Density: _____

Population density: _____

4. You are going to listen to a talk about 'population density'. What do you expect to learn from the talk? Write your answer briefly.

Discuss your answers to the above questions in groups of three or four. Try to reach an agreement and get ready to share your answers to the whole class (through your representatives). Remember that the topic of the text you are going to listen to is population density.

Activity 5.1.2: While-listening

A. Listen as your teacher reads out the text on population density. Remember to write relevant notes as you listen and to discuss them later on.

B. Now, study the following questions before you listen to the talk again.

1. What does population density mean? Population density means _____
2. Population density is a geographical term often applied to _____, particularly to _____.
3. Population density can also be defined as population divided by _____ or _____.
4. The effects of low population density include:

   a. _____

   b. _____

5. Population density can be calculated for:

   a. _____
   b. _____
   c. _____
   d. _____

6. Over half of the Earth's land mass is suitable for human habitation.

   a. True

   b. False

   c. Information not given

7. Towards the end of the talk, you hear the word 'inhospitable'. Can you guess its meaning? Choose the best alternative. 'Inhospitable' means _____.
   a. habitable
   b. unexplored
   c. hostile
   d. welcoming

8. How were you able to work out the meaning of 'inhospitable'?

C. Now, listen to your teacher again. This time you can answer some of the questions or all of them.

D. Listen to your teacher once more. This time, you have to finalize your answers.

E. Discuss your answers in small groups before a whole-class discussion is carried out.

Activity 5.1.3: Post-listening

1. In the listening exercise in this unit, you learned the negative effects of low population density. How about if an area is densely populated? Is large population an advantage or a disadvantage? Listen as your teacher reads out a text in which the writer expresses worries about the ever-growing world population. Write a short paragraph (4-7 lines) showing your agreement or disagreement with the writer. Support your argument with strong evidence. When you finish, revise your paragraph before you give it to a partner for comments and feedback.

_____

_____

_____

_____

_____

_____

_____

5.2 Reading: Population pyramid

Activity 5.2.1: Pre-reading

1. What are the following structures called? Where are they found?

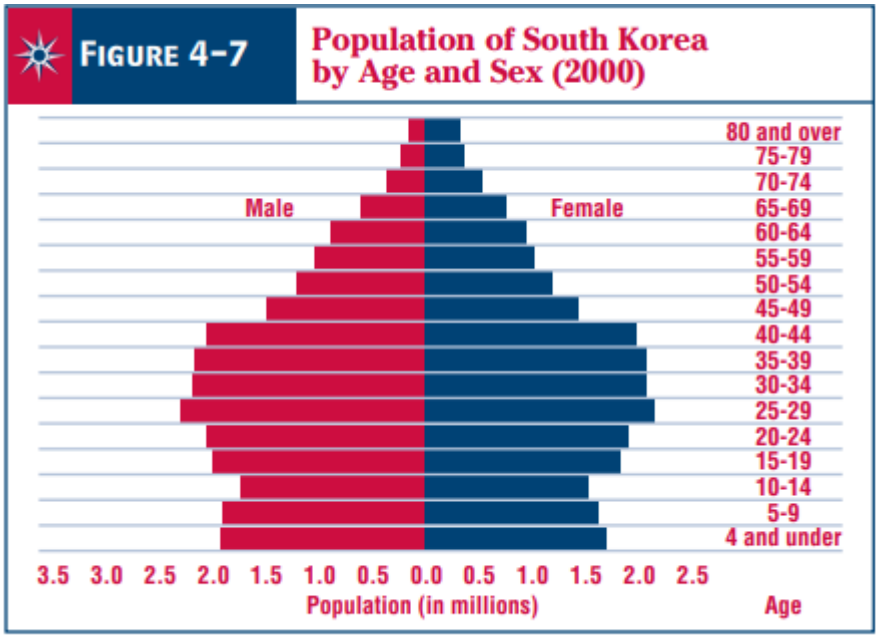
A. Can you guess the meaning of ‘population pyramid’? It is **made up of** two parts: ‘population’ and ‘pyramid’.
B. Have you ever been to a place where there was no one else around who is the same age as you were? Were most of the people younger than you? Were most of the people older?
C. How does it feel to be in a social context where you cannot find people of your age group?
D. What would happen if a country had only very young people or very old people?
E. Discuss your answers with your partner before a whole-class discuss is conducted.

Read the following passage and do the activities that follow.

Population Pyramid

The age structure of a country's population is very important. For example, if a country has a population **made up** mostly **of** very young people and very old people, there will be few people of working age. If there are not enough people to work in agriculture or manufacturing, there will be food shortages as well as other issues, such as the need to import more goods. If a country has a great many young children, there may be a need for more schools and teachers when those children reach school age.

People who study population have developed a special kind of bar graph to show how the population of an area is divided by age and by sex. This kind of graph is called a **population pyramid** or **age-sex pyramid**. The term pyramid describes the graph's shape for many countries in the 1800s, when the population pyramid graph was created. At that time, many countries had large numbers of young people and small numbers of older people. Some countries today still fit this description, or are currently moving away from it. Look at the figure below, which shows the population pyramid for South Korea.



Source: U.S. Census Bureau, International Data Base, 2000.

The vertical scale on the graph tells you what age group each bar represents. For example, the bottom bar on the graph **stands for** people between the ages of 0 and 4 years. The pyramid is made up of horizontal bars. Each bar is divided into two parts by a line down the center of the graph. The left side of the bar represents males in the population. The right side of the bar represents females. At the bottom of the pyramid is a scale marked in percent (%). Notice that the scale begins in the middle of the graph at 0 percent. To read the percent of males, you must read from the center outward to the left. To read the percent of females, you must read from the center outward to the right. To find the total percent of the population in a particular age group, you must add the figures for males and females.

Practice reading the population pyramid for South Korea. For what year are figures shown? In what age group are the largest number of males? In which age group are the largest number of females? Add the figures for males and females in the 10 to 14 age group. What percent of the population is between the ages of 10 and 14 years? About what percent of the females in South Korea are between the ages of 40 and 44? Look at the bars for people in South Korea between the ages of 25 to 29 and 30 to 34. These bars are longer than any of the others. This means that there are more people in South Korea between the ages of 25 and 34 than any other age group. Between 2000 and 2005, this age group will get five years older—they will be in the 30 to 39 age group. By 2010, these people will be in the 35 to 44 age group. The wide bars of the pyramid will as a result move steadily toward the top of the pyramid.

Population pyramids change over time. The shape of a population pyramid is determined by a country's age structure and sex ratio. It may also be influenced by migration into and out of the country. The traditional pyramid shape is characteristic of a country with high birthrates and high death rates. Countries with high birthrates and high death rates are in Stage 1 of the demographic transition. Some African countries have population pyramids with this shape. Another type of population pyramid has a narrow top, a wide base, and sides that curve inward. **This shape** represents a falling death rate and a high birthrate. Countries with these population characteristics are in Stage 2 of the demographic transition. A beehive shape characterizes a third type of population pyramid. Countries with low birthrates, low death rates, and a high average age have population pyramids with this shape. Some European countries such as England and Wales have population pyramids like this. **These countries** are in Stage 3 of the demographic

transition. The fourth type of population pyramid has a tapered base that widens slightly as you move to the top. This shape represents a rapid decrease in birthrates.

Activity 5.2.2: While-reading

1. Complete the following table with the main ideas of the paragraphs in the above text.

Paragraph	**Main Idea**
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

2. 'made up of' (paragraph 1, line 2) means _____.

   a. manufactured

   b. consists of

   c. raised

   d. broken up

3. In the 1800s many countries had large numbers of young people and small numbers of older people.

   a. True

   b. False

   c. information not given

4. 'stands for' (paragraph 3, line 2) means _____.

   a. represents

   b. takes upright position

   c. divides

   d. explains

7. 'This shape' (paragraph 5, line 6) refers to _____

8. 'These countries' (paragraph 5, line 11) refers to _____

9. According to the last paragraph, there are _____ categories of population pyramid. To which category do you think Ethiopia belongs?

Now, discuss your answers in small groups before your teacher reviews them with you.

10. Summarize the fifth paragraph in 3-5 sentences. When you finish writing, check your summary before you give it to a partner for comments and feedback.

_____

_____

_____

_____

_____

Activity 5.2.3: Post-reading

Write a short paragraph interpreting the data in the following table. The topic sentence has been provided to help you. When you finish, revise your paragraph before you give it to your partner for comments and feedback.

Five Most Populous Cities in Africa

City	**Country**	**Population**
Lagos	Nigeria	21 million
Cairo	Egypt	20.4 million
Kinshasa	DR Congo	13.5
Luanda	Angola	6.5
Nairobi	Kenya	3.5 million

Africa's urban population has been rapidly increasing in recent years. _____

_____

_____

_____

_____

_____

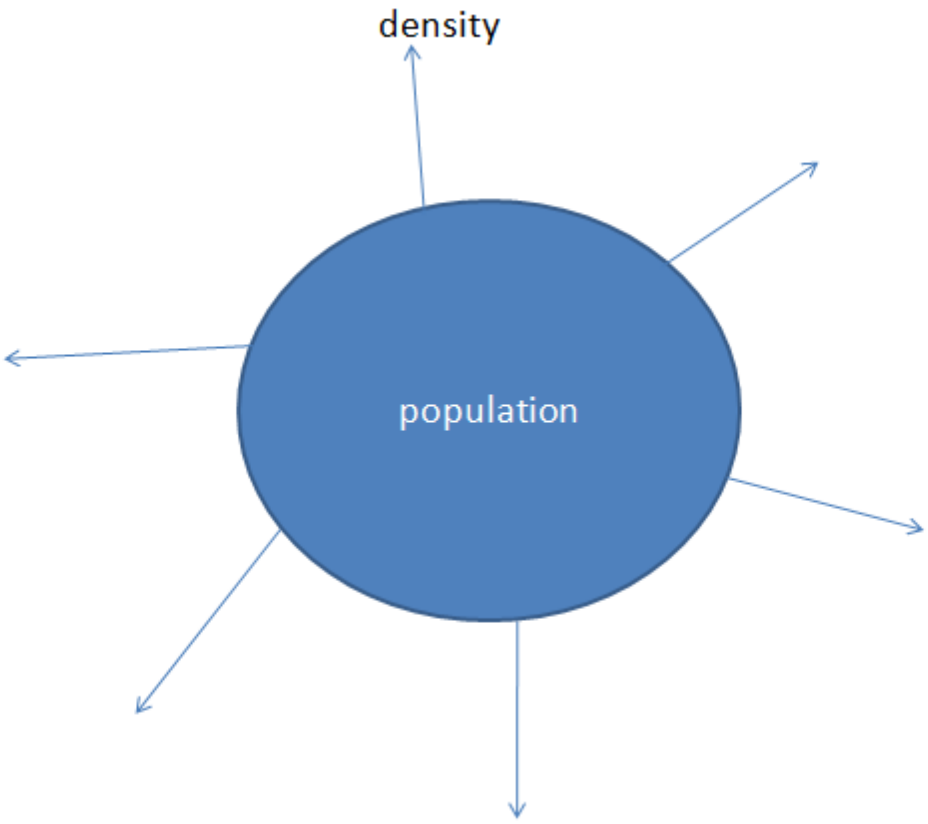
_____

Lagos, Nigeria, the largest city in Africa, remains one of the fastest growing cities on the planet.

5.3 Vocabulary: Collocation

Activity 5.3.1: Identifying collocations of 'population'

Read the above text on population pyramid again and count the number of times the word 'population' occurs. What other words does it go with? Write down as many words as you can that co-occur with the word 'population'. Then, complete the following figure. When, you finish, discuss your answers in groups of three or four.



1. "**Tell me who your friends are, and I will tell you who you are**." Do you know this saying? Is there a similar saying in your language?
2. Do you think that the above saying can tell something about words that go together?

Now, discuss your answers with a partner for a while.

Some words occur with other words in a predictable way. This is called **collocation**. Collocation is a sequence of words or terms that co-occur (affiliated with each other) in a conventional style. In other words, collocations are partly or fully fixed expressions that become established through repeated context-specific use. Such terms as 'crystal clear', 'middle management', 'nuclear family', 'pay attention', 'fast food', 'make an effort' and 'cosmetic surgery' are examples of collocated pairs of words.

Collocation is one of the things that you need to know about a word. Therefore, it is important that you focus on collocation when you study vocabulary. Try to find as many words or groups

of words as you can which the words written in bold in the following table collocate with. Examples are given to help you.

have	**do**	**make**	**take**	**break**	**catch**
have a bath	do business	make a noise	take a break	break a habit	catch a disease
pay	**save**	**keep**	**come**	**go abroad**	**get**
pay attention	save time	keep a promise	come close		get angry

Now, compare your answers in small groups and try to add to your list. Also, study independently to find more words that co-occur with the words written in bold in the above table.

5.4 Grammar focus: Voice

Activity 5.4.1: Active and passive constructions

A. Study the following sentences taken from the text on population pyramid.

1. People who study population have developed a special kind of bar graph to show how the population of an area is divided by age and by sex.

2. This kind of graph is called a population pyramid or age-sex pyramid**.**

3. The shape of a population pyramid is determined by a country's age structure and sex ratio.

4. This shape represents a rapid decrease in birthrates.

5. It may also be influenced by migration into and out of the country.

6. A beehive shape characterizes a third type of population pyramid.

B. Now, answer the following questions about the above sentences.

1. In which sentence does the subject perform the action stated by the verb?

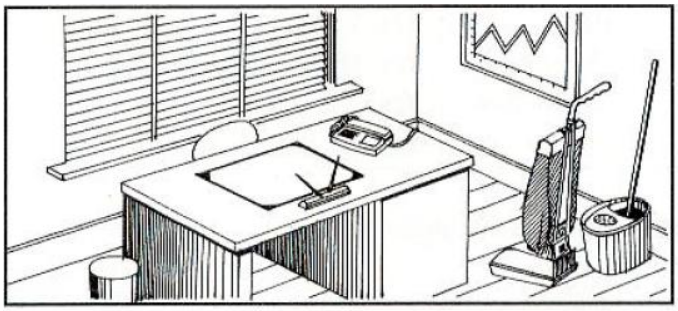
2. In which sentences is the subject acted upon?

3. Which sentences are in active voice and which are in passive voice?

C. Work in groups of three and discuss your answers before your teacher reviews the answers.

D. Study more examples given below.

Active: Beautiful giraffes roam the savannah.
Passive: The savannah is roamed by beautiful giraffes.



The office **is cleaned** every day.

The office **was cleaned** yesterda

Compare active and passive:

Somebody **cleans** the office every day. *(active)*

The office **is cleaned** every day. *(passive)*

Somebody **cleaned** the office yesterday. *(active)*

The office **was cleaned** yesterday. *(passive)*

The passive is:

			past participle	
present simple	**am/is/are** (not)	+	cleaned	**done**
past simple	**was/were**		invented	**built**
			injured	**taken** *etc.*

The past participle of regular verbs is **-ed** (clean**ed**/damag**ed** *etc.*).
For a list of *irregular* past participles (**done/built/taken** etc.), see Appendix 2–3.

- Butter **is made** from milk.
- Oranges **are imported** into Britain.
- How often **are** these rooms **cleaned**?
- I **am** never **invited** to parties.

- This house **was built** 100 years ago.
- These houses **were built** 100 years ago.
- When **was** the telephone **invented**?
- We **weren't invited** to the party last week.
- **'Was** anybody **injured** in the accident?' 'Yes, two people **were taken** to hospital.'

E. Change the following active sentences into passive.

1. People who study population have developed a special kind of bar graph to show how the population of an area is divided by age and by sex.
2. This shape represents a rapid decrease in birthrates.

3. A beehive shape characterizes a third type of population pyramid.

F. Change the following passive sentences into active sentences.

1. This kind of graph is called a population pyramid or age-sex pyramid.
2. The shape of a population pyramid is determined by a country's age structure and sex ratio.
3. It may also be influenced by migration into and out of the country.

Now, discuss your answers to both exercises (E & G) in pairs before you discuss them with your teacher.

5.5 Reflections

Reflect on your learning experience in this unit by writing short answers to the following questions.

1. How did you find the activities in this unit? Which ones were you able to handle easily? Why? Which ones did you find somewhat challenging? Why?

2. Overall, were you successful in your learning in this unit? Why was it so?

Discuss your reflections in groups of three or four. In your discussion, see if there are similarities, and if any, report them to your teacher.

5.6 Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Are you able to …	Yes	No
1.	listen to lectures or talks and understand them?		
2.	write relevant and effective notes while listening?		
3.	interact effectively in English using notes, summaries and answers to exercises?		
4.	read and understand English texts of reason difficulty?		
5.	write effective notes while reading?		
6.	use active and passive sentences correctly?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

5.7 Summary

This unit has engaged you in various activities which focused on listening, speaking, reading, writing, vocabulary and grammar. It is hoped that the unit has helped you to improve your communicative abilities in English. More importantly, the learning experiences in this unit, along with those in the preceding units, could have triggered interest in you to learn English independently. You are the master of your destiny! Therefore, you are advised to take autonomy for the development of your English language proficiency.

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